**THE MORNING STAR SCHOOL LTD.  
  
  
WEEKLY LESSON PLAN**

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| **WEEK ENDING** | 9th April, 2025 |
| **DAYS** | Monday-Friday |
| **DURATION** | 4 periods per lesson |
| **SUBJECT** | Mathematics |
| **STRAND** | 1: Number |
| **SUBSTRAND** | 1.3: Patterns and Relations |
| **CLASS** | Basic Seven |
| **CLASS SIZE** | A(28) B(28) C(28) |
| **CONTENT STANDARD (ANNOTATION)** | * 1.3.1: Demonstrate understanding of patterns and relationships in numbers |
| **LEARNING INDICATOR(S)** | * 1.3.1.1: Identify and describe patterns in number sequences |
| **PERFORMANCE INDICATOR(S)** | * Learners should be able to identify arithmetic patterns in number sequences. * Learners should be able to describe the rule governing a given pattern. * Learners should be able to create their own number patterns using a given rule. |
| **TEACHING/LEARNING RESOURCES (TLMS)** | * Number charts * Markers * Whiteboard * Pattern cards |
| **CORE COMPETENCIES** | * Creativity * Critical Thinking * Collaboration |
| **KEY WORDS** | * Pattern * Relation * Sequence * Arithmetic * Rule * Term * Difference |
| **R.P.K** | Learners already know basic arithmetic operations such as addition, subtraction, multiplication, and division. |

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| **PHASE 1: STARTER** | **PHASE 2: MAIN** | **PHASE 3: REFLECTION** |
| Begin the lesson with a simple game where learners identify a missing number in a sequence on the board. Ask them to explain their reasoning. This will engage their critical thinking and recall of number patterns. | Objective: Learners will understand and apply arithmetic patterns in number sequences. Introduction: Discuss the concept of patterns using everyday examples such as the arrangement of tiles on a floor and the pattern of colors in Kente cloth. Explain that patterns are predictable and follow a specific rule. Step-by-Step Explanation: 1. Define a number pattern and explain that it is a sequence of numbers following a particular rule. 2. Provide an example of an arithmetic sequence: 2, 4, 6, 8, 10. Ask learners to identify the rule (adding 2). 3. Introduce another sequence: 5, 10, 15, 20, and discuss how it is formed by adding 5. Guided Practice: Activity 1: Use pattern cards to create sequences and ask learners to determine the rule and predict the next numbers. Activity 2: Divide the class into groups and assign each group a sequence. Have them present their pattern and rule to the class. Independent Practice: Problem 1: Identify the rule and next three numbers in the sequence: 3, 6, 9,*\_, \_*, \_\_. Problem 2: Create a number pattern using the rule 'add 4', starting from 1. Problem 3: Describe the rule for the pattern: 10, 15, 20, 25. | Ask learners to reflect on how patterns help us in real life, such as predicting events or organizing information. Encourage them to discuss any difficulties they had and clarify any misconceptions. Relate the lesson to real-life situations, such as budgeting or scheduling, where recognizing patterns can be useful. |

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| **ASSESSMENTS** |  |
|  | Observe learners during group activities to see how well they identify and describe patterns. Provide feedback on their ability to articulate the rule of a pattern. Use exit tickets where learners write one new thing they learned about patterns.  Ask learners to find a pattern in their home or community and describe it in a short paragraph. They should explain the rule of the pattern and how it continues. This will reinforce their understanding of patterns in a real-world context. |